

Educational Strategies of a Lecturer in Education of the Elderly

Petra Kaduchová

Institute of Pedagogy and Social Studies, Faculty of Education, Palacky University Olomouc, Czech Republic

Abstract : *The paper deals with the issue of educational strategies of a lecturer in educating the elderly. The paper is focused on comparing the selected educational strategies of a lecturer and identifying their possible relation and effect towards the educational climate. The survey observes the lecturing activities of people focused on their didactic competences. Certain phenomena, relations and influencing factors have been clarified through the follow-up analysis. The research has a qualitative character. Basic research methods include: the content analysis of documents, the semi-structured interview and the semi-structured observation. The research is carried out on the selected group of the elderly within interest-based educational activities. The analysis of the key outcomes of the survey is provided in a discussion: suitability and efficiency of the selected didactic procedures in the interest-based education of the elderly reflecting the distinctions of the elderly as the participants of an educational process and the adequate or ideal involvement of each participant undoubtedly has a positive influence on the educational climate.*

Keywords: *climate, competences of a lecturer, education of the elderly, specificities of education of the elderly, strategy.*

I. Introduction

The lecturer, his/her activities and relations that he/she develops while working or interacting with learners is the key factor to fulfil the set educational objectives in the educational process.

Elderly people as a target group in education are very different. There are significant individual differences in the elderly, e.g. in mental and cognitive abilities, in various interests and needs, individual experience or cognitive, emotional, physical or social changes typical of old age.

In compliance with respecting the age differences, it's essential to adapt the education to abilities and skills of a listener - it is to select educational strategies that help in the learning process of seniors and make the educational outcomes efficient. Such a strategy reflecting specific needs of the elderly is the foundation of the lecturing art – skills that can be learned.

The following paper deals with the issue of the lecturer's education strategies in the education of seniors. Within the theoretical background, we'll outline the competences of a lecturer in the education of the elderly, and we'll briefly introduce the selected aspects and didactic categories in the education of seniors. In addition, we would like to mention the selected quotes regarding the climate of learning and we'll reflect on its possible relation to the educational strategies chosen by a lecturer. In the next part, we'll provide the course of the survey aimed at analysing the work of people who lecture the senior's education, focusing on their competencies. Based on these continuous outcomes, we want to search for answers to the question: What possible relation and effect towards the education climate do the education strategies selected by a lecturer have?

These findings could be used by people who decide on work and education of lecturers themselves for education of the elderly, as well as by the implementers of educational activities for seniors.

Another purpose of this paper is also to highlight the need to respect the specifics of senior listeners' education and to initiate further thoughts on the given topic.

II. Review Of Related Literature

1. Lecturers in the education of the elderly and their competences

The lecturer is one of the most important factors in the process of education of the elderly, the quality of the whole process depends on his/her skills and personality. The role of the lecturer in the educational process in seniors is very demanding because seniors as a target group, having their own life experience, specific needs and limits, belong to the most demanding students [1].

The role of a lecturer includes a number of qualities that are the subject of the research and discussions. That is, it includes the requirements of what the lecturer should know, what to do and what he/she should be like. The most accurate term to describe all these qualities is the term competence.

Petřková and Čornaničovou [2] state that the lecturer of the elderly performs the role of a motivator, facilitator and counsellor. They highlight, out of the lecturer's competences in senior education, the psychological-didactic competences (social, psycho-social and communicative) that are essential to develop such a learning climate that meets the seniors' needs and, at the same time, that motivates them to be active in

learning and educating themselves. Last but not least, the personal competences are not less important; focused on authenticity, empathy, the ability of self-regulation and self-reflection, warmth, then personal integrity and dynamism (the ability to quickly reflect the changes in educational situations and to adapt to them).

Kryštof and Špatenková [3] point out at the unfortunate situation in education of the lecturers studying the education of seniors and they turn the attention to the necessity of the quality preparation and cultivation of their competences. They describe the key competences:

- Communication skills,
- The ability to create the optimal learning climate,
- Presentation skills,
- Motivation and organization skills
- Suitable personal characteristics – personal maturity, authenticity, warmth, emotional stability, load resistance, independency, the ability of self-reflection and self-regulation, the willingness to personal development, creation skills, self-esteem, willingness to achieve the compromise and help to others and myself, openness towards changes and variety of opinions etc.

2. Selected aspects of education of the elderly

A very typical aspect of education of the elderly is the volunteering.

2.1 The importance of educating the elderly

Even in senior age, there is a prevailing need to be active, useful and a part of social life. The saturation of this need is significantly influenced by the education, leading in these students to the sense of satisfaction, dignity, option to realize and application.

2.2 Educational objectives for the elderly

The goal of seniors' education is to develop abilities, to enrich knowledge and to develop the personality towards the self-realization [4].

The main goal of seniors' education isn't to receive knowledge and skills that are the condition to perform work, but the saturation of educational needs, especially in the area of personal interests. The senior age provides wide space for free time. Elderly people shouldn't consider their free time as the time for peace and relaxation, but they should be individually willing to participate in social life. Free time activities have the developing potential [5].

2.3 Functions of seniors' education

Basic functions of seniors' education involve:

- Regarding the personal development of a senior: educational, cultural-cultivational and social-psychological function
- Regarding the specifications of education: preventive, anticipatory, rehabilitation, adaptation, stimulating, communication, compensational, activation, relaxation and the function of cross-generation understanding [6].

2.4 Stages of educational work with the elderly

Each educational activity aimed at the senior population must be thoughtful, designed and organized in order to achieve the desired goals. By systematic planning of the educational process, we reduce or prevent the development possible problems that can arise from the intuitive and unprofessional work with a senior. According to Határ [7], we can divide the professional activities including in the process of seniors' education into the following stages:

- The stage of the cognition and motivation of a senior
- The stage of planning the programme of the educational activity
- The stage of the implementation of the programme of the educational activity
- The stage of evaluation of the programme of the educational activity

Petřková and Čornaničovou [8] further specify what is to be taken into account when preparing the lectures for the elderly:

- Clearly specified goals;
- Formulation of the main ideas and the selection of basic knowledge;
- Procedure, logical interpretation;
- Use of audio-visual media;
- Selection of appropriate examples and practical problems;
- More frequent repetition of important ideas and their summary at the end.

III. Selected Didactic Categories In Education Of The Elderly

While the concept of seniors' education is primarily derived from the education of adults as such, it has its own specifics and differences.

2.5 Content focus of the seniors' education

Petrková and Čornaničová confirm that the educational content is an important factor of every education, not less important in the senior one. Planning the educational content isn't easy and must comply with the educational objectives. It should also respect the needs of this age group and comply with the educational purpose. The content focus of education usually matches the real interests of the elderly or it's somehow associated with their study, artistic-creative and other needs from their youth [9].

While planning the content, it's necessary to respect specific principles to provide transformation of selected knowledge into the didactic form:

- The content is related to the seniors' situation – we take into account their needs and interests while choosing the curriculum;
- An integral part of the content are the model examples that link knowledge with experience of the elderly;
- The content should be focused on teaching activities – activities including perception, understanding and remembering;
- The content must have a certain structure, where certain parts form a meaningful whole;
- The content complies with the current state of the science [10].

The education of senior students is very different from the education of other age groups. The senior student accepts the content of education, acquires it and then immediately transfers it to the real life. Here is the main difference between the education of the elderly and children who use their knowledge later in their lives [11].

2.6 Educational objectives

Another not less important didactic category is setting the goal of education through which the lecturer develops his/her students' attention, motivation and by doing certain tasks he/she has an impact on their activation. The goals play an important role in the feedback because they monitor whether the results of the educational process comply with the previously set goals. According to Špatenková and Smékalová, the category of goal (what we want to achieve in the educational process) goes hand in hand with the category of purpose (why do we want to achieve it). Goals should be subordinate to the purpose of the seniors' education, the most general goal in the education of seniors is considered to be self-actualization, positive self-esteem and self-confidence. The lecturer doesn't focus his/her goal merely on great amounts of knowledge of a certain lesson (the purpose is the criterium to set up a goal and goals are the criterium to reduce the learning content). In the educational process of the elderly, we also focus on the complex development of an individual, the goals should be diverse and should include all the components of the personality (cognitive, affective and psychomotor goals).

While formulating goals, a lecturer must fulfil these requirements:

- Goals are formulated if possible as the required performance (through so-called active verbs) fulfilled in specified conditions and with specified performance standard;
- In formulating goals, requirements for the characteristics of the goals are respected: unambiguity, checkability, adequacy and consistency.

The combination of some requirements related to the goal formulation and to requirements for their properties is presented by a well-known technique SMART, combining the initial letters of certain words:

- S (*specific*);
- M (*measurable*);
- A (*achievable*);
- R (*realistic*);
- T (*time-bound*).

In the didactic theory, goals are further elaborated and structured (making up so-called taxonomy). For cognitive goals, Bloom taxonomy of educational objectives is used the most commonly [12].

2.7 Didactic principles

Prerequisites of a successful educational process also involve respecting the didactic principles, making the course of teaching the elderly easier and its results more efficient. Didactic principles are general demands related to all factors of the educational process (to lecturer's activity, to the elderly as participants, to curriculum, methods etc.).

As we deal with the target group of the elderly in this paper, we mention didactic principles accepting their psycho-social needs and education requirements.

Requirements for seniors' education include, according to Špatenková and Smékalová [13]:

- Senior students need the individual way and pace to understand new information;
- Senior students require clear and visual information;
- It's good to divide the information for these students into several parts (not too much information at once);
- It's necessary to check regularly whether we said it the way the students understood it;
- We cannot ask these students to learn something by heart;
- The elderly need to know the limits of their possibilities (why he/she is doing it and where it is leading him/her);
- The senior student deserves to be awarded for his/her effort.

According to Čornaničová and Petřková [14], there are additional requirements for education of the elderly including:

- To provide the students with space for communication;
- To provide the participants of education with emotional support, to show empathy;
- To support the seniors' activity, to motivate them to live an independent and creative life;
- To use appropriate vocabulary, especially regarding the terminology.

Psycho-social needs that should be reflected in didactic principles include, according to Vágnerová:

- The need of stimulation
- The need of activity
- The need of emotional security and safety
- The need of self-realization [15].

The most significant principles that a lecturer must apply in seniors' education include: the principle of awareness and activity, the principle of clarity, the principle of adequacy, the principle of consistency, the principle of systematic approach, the principle of differentiated and individual approach, the principle of complexity and scientific approach, the principle of connecting education and life, the principle of unity of theory and practice, the principle of support for the positive character traits of a senior, the principle of the unity of education and training, the principle of voluntarism, the principle of continuous feedback, the principle of diversified educational factors of dynamism, the principle of social consensus, the principle of opinion pluralism, and others [16].

2.8 Didactic tools and aids

To achieve the set educational goals, a lecturer can use various tools of seniors' education. These tools can be classified according to several categories, the classification of didactic tools according to Határ [17] is presented here, they are divided into those of a spiritual nature (e.g. lecturer's statements, philosophy of thinking, religious beliefs etc.) and of so-called material nature (e.g. learning aids, textbooks, didactic technique, classroom interior, etc.).

While preparing and working with didactic aids, a lecturer reflects again the needs of the target group (e.g. while using devices, he/she makes sure that everything presented is clearly visible and heard).

2.9 Selection of methods

In general, a method is a certain procedure leading to an objective.

A didactic method is in a specific sense "a certain procedure that a lecturer follows in lessons, the means to stimulate an adult to learn" [18]. In the wider sense, it is „a procedure to achieve the educational objectives through the optimal management of the educational content that is put into practice within a certain educational form and in certain situations and under certain conditions" [19].

Since the education of the elderly is focused on interest-based education, the selection of didactic methods in this education is based mainly on possible didactic methods used in interest-based education of adults. There's a great number of the educational methods for adults. However, not all didactic methods used in interest-based education of adults are suitable for education of the elderly. Therefore, it's important that lecturers are able to choose a suitable method for education of the elderly and, last but not least, to follow certain principles and rules respecting the specificities of this age group while using them (so-called didactic principles).

Methods of education of adults can be classified into several categories, according to Malach [20], by:

- Phases of learning the subject matter, e.g. motivation, fixation or application;
- Logical consideration, e.g. analytical, synthetic, comparative etc.;
- The role of a lecturer and attendants, e.g. autodidactic;
- Sources of information, e.g. verbal, practical;
- Relation of a method to practice the training of the attendants, e.g. theoretical or practical.

Malach further states that there is not the only correct or universal method, since each method has its own pros and cons and the best way is to combine various methods.

Livečka [21] classifies the methods of seniors' education into:

- monologue – for a larger group of participants (lecture, presentation);
- dialogue (discussion), in which communication is needed, frequently with a lesser willingness of the elderly to speak in a large collective;
- problem-based – focused on perception, analysing the specific situation while simulation, learning the value judgements, etc.;
- Training – used in motor and sensory-motor activities.

Maňák [22] distinguishes the methods with regards to the source of learning and the type of learning into verbal, demonstrative and practical methods. From the point of view of activity and independency of participants, he divides methods into communication, problem-based, scientific, or research. Within the educational process, the methods are classified as motivation, fixation, exposure, diagnostic and application methods. Depending on mental operations, he distinguishes the methods into comparative, inductive, deductive and analytical-synthetic.

2.10 Selection of method in education of the elderly

To educate the elderly, it's essential to choose such didactic methods that reflect diversities of the elderly as participants of the educational process. The selection of methods is further influenced, according to Petřková and Čornaničová [23], by these factors:

- educational objective;
- educational content;
- ability of the elderly to learn;
- heterogeneity of the study group;
- approach to education, willingness to collaborate;
- time and material conditions;
- the personality of a lecturer.

To mediate the educational content, a lecturer can choose from a wide range of methods for education of the elderly. The interest-based education involves, in our view, mainly the monologue methods (lectures, narratives), dialogue methods (discussion – interview, discussion, talk), combined (educational concert, theme events), organizational (excursions, trips), less frequently the methods based on problem-solving in small groups, and training methods.

The selection of suitable method for education is essential in all educational forms meant for the elderly.

For instance, in courses U3V, according to Směkal [24], these didactic procedures are considered to be suitable:

- presentation in a form of a lecture or in an interactive form;
- exercising, problem solving in small groups according to the kind of topic;
- narrative, e.g. description of work of art, reading extracts from books, playing parts of films;
- talks.

Petřková and Čornaničová [25] state that, from the point of view of the effectivity of the seniors' education, the highly efficient methodological procedures are those that:

- promote the motivation of participants;
- make sure they are active to participate;
- respect their individuality and specific style of learning;
- provide the feedback;
- Enable to put the gained information into practice.

IV. Selected Strategies And Determination Of Their Possible Relation Or Effect Towards The Educational Climate

Here, we would like to present the selected quotes reflecting the educational climate related to children and the youth, even if they cannot be directly applied on the elderly, of course. However, their inclusion was for us a starting point and inspiration to analyse the educational activities for the elderly.

4.1 Climate

Climate is according to Grecmanová [26]:

...”psychosocial phenomenon that rises from the reflection of the objective reality (environment) in the subjective perception, experiencing and assessment of its critics. The climate doesn't occur on its own, it's a long-term phenomenon. It differs from the atmosphere by its length, as the atmosphere acts short term and is situation-determined. It's also dependent on the environment and the human perception...”

According to Muray [27], human behaviour is the result of the common impact of a person or environment.

4. 2 Educational climate

“Educational climate is formed in all subjects within the pedagogical interaction teacher – student. It means that it’s related to a specific subject and a specific teacher.” [28]

The crucial influence can be made by aiming education at a learner or a teacher, it means who is dominating or integrating, who or what controls the cooperation, whether the learner feels the pressure on his performance or competition, whether he/she is in a role of an anonymous respondent or, vice versa, whether a cooperative and team approaches are applied, whether it supports participation in lessons, common setting of rules of interactive activities, etc. [29]

“When speaking about the educational climate, it is about the subjective psychological situation of students in education in contrast to the objective facts that are detected, for example by a controlled observation.” [30]

We also perceive the educational climate as the result of the interaction between the learner and the individual’s environment in which the education is carried out. There are a lot of forms of education with variously manifested specific climates during the whole lifelong educational experience.

According to Dreesmann [31], the educational climate is a part of the educational reality, it’s the summary of the situational signs in lessons, the effect of various aspects of the educational environment or a phenomenon which combines the subjective experience and judgement regardless the individual diversities and as a psychological situation, it potentially has an impact on the behaviour of the learners.

The educational climate has a great impact on the course of the educational process. The lecturer’s abilities and skills are very important in creating the educational climate. The educational climate is supported by the climate that is ambitious, relaxing, supporting all senior attendants. Such environment creates positive attitudes of the participants of education which has finally a great impact on the educational results.

V. Research

1. Formulation of the research problem

What is the possible relation and effect of the strategies chosen by a lecturer towards the educational climate?

2. Research objective

The objective of the research is to compare the selected educational strategies of a lecturer and determination of their possible relation and effects towards the educational climate.

3. Research questions

The research is focused on the set of interrelated partial research questions aimed at achieving the set objective:

- What is the organization of the project?
- What was the structure of the observed lesson?
- What is the topic of the observed lesson?
- What was the goal of the observed lesson?
- What subject matter in the observed lesson did the lecturer provide with the target group?
- What didactic tools and aids did the lecturer use in the observed lesson?
- What methods did the lecturer use in the observed lesson?
- How was the feedback provided?
- What didactic principles did the lecturer use while preparing and performing the observed lesson?
- How was the observed lesson viewed by the students themselves?

4. Research methods

The research is conceived as qualitative. The basic research methods involve:

- Content analysis of documents (project documentation, written work, lecturers’ preparations etc.);
- Semi-structured interview with lecturers and with students;
- Semi-structured observation (passive participation – samples of situations, events, persons).

3. Research field

- Various types of interest-based educational activities for the elderly

4. The basis of our research

- Obtaining data from the research field;
- Selection of strategies, influence of the educational climate.

5. Important research factors

- Hidden curriculum;
- Verbal and non-verbal communication;
- Understanding specific culture.

6. Procedure of the research

- Holistic approach;
- We don't deal only with the micro-social and interpersonal level (ie education, teaching and learning) but also with the macro-social level (ie with processes of socialization and enculturation).

7. Output of the research

- Description of perception of the educational climate in the interest-based education of the elderly from the point of view of a participant;
- Processing and evaluation of the possible impact on and relation of the selected factors to the educational climate from the point of view of a participant;
- Analysis and definition of particular phenomena, relations, influencing factors.

The aim of the research activities is to capture all contexts, conditions and factors that lead to achieving the set goal and to describing the problems.

The research has been carried out within the selected region in the Czech Republic. To represent the diversities carried by organizations and theme-based institutions, we have attended excursions so far in these institutions and selected interest-based educational activities for the elderly, e.g.: U3V (healthy nutrition), pensioners' house (handcraft), secondary school project (Internet user), secondary vocational school project (health science), day care centre (ceramics).

VI. Presentation And Interpretation Of The Research Data

Due to limited space, we report only on one casuistry – case study that is not much different from the other cases from interest-based educational activities that we attended and that represent the whole problem in general. For the same reason, we also don't give full citations of informants but only a selection of the key findings.

1. Casuistry 1 – case study: Health science – educational activity within the secondary vocational school project

This course was attended by totally 16 elderly people four of whom were randomly selected: three women and one man. The course was held in the afternoons, once a fortnight, in total 6 times in two 45-minute-long units.

In order to take a more objective look at the course, the project implementers -ie course lecturers – were chosen to become another research population.

We attended the course in a role of an observer and we were introduced like that at the very beginning of the course. We were seated in the corner of the room which was a perfect place to see the whole classroom and all attendants.

The interviews were held for reasons of time at the place during the break between two lessons and after the lesson was finished. The interviews were recorded on a Dictaphone and then literally transferred into a written form for further processing of the gathered information.

Content analysis of documents: (selected key findings)

Lesson topic introduced in the course project: Ischemic heart disease, resuscitation

Educational objective of the lesson being observed mentioned in the course project, the participant:

- Is oriented in pathophysiological development of the ischemic heart disease;
- Explains causes of the ischemic heart disease;
- Names the risk factors of atherosclerosis;
- Describes the symptoms of the acute form (acute myocardial infarction) and the chronic form (angina pectoris) of the ischemic heart disease;
- Describes the first aid;
- Distinguishes the consciousness disturbances, pulmonary arrest and the blood circulation problems;
- Is able to proceed properly in difficult situations, according to standards and take an adequate reaction in practice (e.g. communication with the integrated rescue system);
- Demonstrates the resuscitation on a dummy.

Structure of the lesson from the own lecturer's lesson plan: length of the lesson 45 min (the lesson lasting 2 x 45 min, 10-minute break)

- Welcome, introduction;
- Introduction to the topic of today's lesson;
- Informing about the educational objective;
- Lecture and presentation on the chosen topic;
- Demonstration of resuscitation performed on a dummy;
- Practical training of the resuscitation performed by a student;

- Feedback;
 - Summary;
 - Conclusion, saying goodbye.
- Study material for students: not available

Outcomes from the semi-structured observation (selected key findings)

Aids: PC, overhead projector, CPR dummy

Length of lesson 45 min (the whole lesson lasting 2 x 45 min, 10-minute break)

Description of the process of the education reality

- welcome, introduction;
- introduction of the topic of today's lesson, see the project documentation;
- telling the educational objective, see the project documentation and presentations;
- used methods: lecture and presentation on the chosen topic (attendants take notes), practical demonstration of the resuscitation training isn't in the centre of the attendants' interest even after being asked several times, interest-based discussion brought about by attendants;
- summary;
- thankyou given by attendants;
- saying goodbye.

Outcomes from the semi-structured interview (selected key findings)

Interviewing a lecturer of the lesson:

Could you describe me the organization of the project?

- Planning the educational activities is carried out by a team of teachers from the organizing school (dates, topics, selection of lecturers, length of lessons, etc.);
- Activities are performed by the selected teachers from the school;
- In realizing the educational activities, they don't base the lesson on any knowledge, experience and methodology;
- Lesson leading is each lecturer's KNOW-HOW;
- Participation in lecturing is voluntary;
- Motivation is rather financial.

What are, in your opinion, the purpose, goal and the benefits of today's lesson for a student?

- Presenting the basic information;
- Activation of seniors;
- Cognitive training;
- Social aspect;
- Day contents.

Interview with students:

What purpose, goal and benefit do you see in your participation in today's lesson? What have you learned?

What are your feelings, your comments, notes on the course of today's lesson?

Marie 68 years old

- Desire to help the closest in case of health problems;
- Some parts of the lecture were too difficult;
- Didn't understand some terms
- The visual presentations had a small font size;
- Would include more breaks;
- The lecture itself had her positive assessment, she prefers a greater activity from the lecturer's side – she doesn't like to be the centre of attention;
- Resuscitation training no longer matters to her, it's for younger people.

Ludmila 66 years old

- To learn new information about diseases;
- Sometimes a good bunch of people gather, the atmosphere is relaxing, fun, work goes well, - unlike today – it's extremely difficult;
- Would prefer louder and more comprehensible presentation;
- The length of the lecture was optimal;
- The computer presentation was very nice;
- Didn't have much opportunity to ask questions;
- Would try resuscitation, she's embarrassed in front of others.

Anna 65 years old

- Took part with the acquaintances from the retirees club;
- The lecture was too long;

- Would prefer some study material;
- In the lecture, she would gladly accept some interesting cases from life;
- Would be better for her to run the course in the morning (due to commuting, it's dark very soon in the evening – she's scared to go home on her own);
- Is disappointed with the lack of space to talk to other students, even about today's topic;
- She could see the presentation well – she didn't read it but she listened to the lecturer;
- As far as the practical training of resuscitation is concerned – she isn't interested due to the knee surgery.

Stanislav 70 years old

- The content of the day;
- I already knew something but still I learned a lot of other interesting information;
- The length of the lecture was just enough;
- I have my own experience with this disease, if I had some space - I'd tell the others;
- The lecturer's presentation was nicely completed with pictures;
- He would be glad to repeat this topic;
- Next time, perhaps he would try the resuscitation – not today, he would do the training on his own;
- He liked and enjoyed the lecture very much.

VII. Discussion

One of the didactic competences of a lecturer is making a suitable choice and effective use of selected didactic methods. When choosing and using didactic methods in education of the elderly, it's necessary to take into account specificities that arise from the senior students being different. In our case study, the most frequent monologue-based didactic method of education – lecture – was chosen suitably by a lecturer [32], [33]. This method is good to be used in case we need to communicate a topic compactly, in short time or to more listeners. However, it's necessary to follow certain rules when using these didactic methods. As emerged from the survey that we performed, the lecture wasn't connected to the attendants' preconceptions. It was also appropriate to complete the lecture with suitable examples and lecturer's experience (or experience of the attending volunteers). Depending on the situation, it's also possible to liven up this method by telling jokes and stories.

The use of audio-visual aid reflects the needs of these attendants. In the study case being observed, the lecturer completed the lecture with a presentation on the overhead projector. In our opinion, the presentation which records the main points of the lecture is an appropriate choice while educating the elderly. The presentation in our study, however, wasn't adopted to specific needs of the target group (it contained too much text, it used small font size and inappropriate tone of the background was used). The presentation could also be completed with a short video on a given topic (e.g. demonstration of resuscitation).

Even though the lecturer is able to maintain the all appropriate conditions in the lecture or presentation, this didactic method remains monologue-based and therefore there is little possibility to get a feedback that would inform the lecturer about the course of the students' education. Despite all that, this methodological procedure is still often used, especially in cases when we educate shy, fearful and reserved students in communication, and of course when in the educational process attendants show little willingness to work on their own [34], [35].

We think that it's advisable to include little space for discussion in the lecture, it is the dialogue-based method. It's good to provide the elderly with enough space to express their experience, opinions and to confront their attitudes with other students. The discussion brings back the unwillingly fading interest after a long-lasting lecture. In our observed educational reality, the passivity of students was evident and some of them were trying to share their own experience with others. Seniors are happy to discuss, especially when their studies are based on their own interests. Discussion places great demands on the lecturer. It requires good preparation, lecturer's creativity and his/her communication, or compering characteristics. The lecturer must encourage and regulate the dialogue so that it doesn't turn away from the topic [36].

In our case study, the position of attendants was largely passive and they lacked the continuous motivation. In our view, it's also good to use the method of problem solving in small groups while educating the elderly, when they are asked to sort out a problem situation. This situation should be based on the reality that is close to them and should be adequately demanding, regarding their abilities. The lecturer should also adapt it to their life experience and try to make it clear and understandable. The conclusion arising from the debate will be presented by a spokesperson from each group. The lecturer's task is to make an optimal atmosphere, to provide effective feedback and to formulate the achieved conclusions. The methods of problem solving can be used, besides other things, in the following areas: e.g. intergenerational learning, making decisions in challenging life situations, managing crises situations etc., that can be beneficial to seniors for their common life and relationships with other people. Thanks to this, attendants are more activated and motivated because not only do they take active part in lessons, but they also believe that they will benefit from coping with these situations in the future [37].

While educating the elderly, training methods are also applied, those that can be used mainly in activities requiring motor and sensomotor skills. Their acquisition is influenced by age, physical condition of the student (health condition, physical condition, fatigue etc.), but also by external factors in which the training is carried out [38]. In our case, training of resuscitation was, unfortunately, for seniors physically impossible and unwelcome.

The topic of the observed lesson is very up-to-date and is related to needs and interests of the elderly that we had approached. The educational objective mentioned in the project documentation, in our opinion, didn't fulfil the function, it was improperly formulated as well as unreachable for the target group. The results of our research also revealed that the content presented by the lecturer was quite complicated and difficult for the attendants that we had approached. Even the structure of the lesson could have been modified according to the requirements of the attendants of the observed lesson (more breaks).

It's also necessary to improve communication skills of the lecturer, especially his/her work with voice and words. The lecturer should respect the specifics of the target group and should have a cultivated verbal expression. It's appropriate to speak clearly, be specific and use adequate level of voice. The lecturer should use the natural language and make efforts so that the elderly understood him/her well. It's preferable to use short sentences, not to turn away from the topic and to try to keep the presentation coherent, logical and meaningful. It's advisable to communicate the important information at a slower pace at adequate voice level. A good lecturer uses breaks while speaking, leading to attracting attention as well as to giving a dramatic style to the presentation [39].

We also believe that if the lecturer didn't refer his/her students to study resources, it was necessary to provide the students with the printed-out text study material. For the elderly, the printed-out material is highly desirable. It's better if the text material (syllables, compendia, worksheets etc.) is available at the very beginning of the educational process. Its content should be optimal in the range of four pages (the lecturer remembers that it is so-called a compensating text, not a specialized text). At the same time, it's recommended to create text material within rules of so-called a distant-study text because it makes the orientation in the text easier for the elderly (use of marginals and icons) and it runs their learning process (a form of a study guide). While preparing the text, it's important to format the text well (short and understandable sentences, paragraphs with maximally four lines) and to use highlighting (bold, italic). The lecturer can also use the prepared text material as a part of the didactic process (e.g. work with text). Again, all depends on the methodological and didactic strategy of the lecturer [40].

VIII. Conclusion

The submitted paper deals with the problem of educational strategies of a lecturer in education of the elderly. The research focused on the lecturer's activities, especially on his competences. The aim of the paper was to compare the selected educational strategies of a lecturer and to define their possible relation and affect towards the educational climate.

As mentioned above, the lecturer while educating the elderly, should be able to provide optimal learning climate through his/her competences, reflecting specific needs of senior students and should motivate them to be active at participating in learning and education. By a lecturer selected didactic procedures, the way and the level of participation of each attendant of the educational process are involved in creating the educational climate. The suitability and the effectivity of using the selected didactic procedures in interest-based education of the elderly reflect the distinctions of seniors as participants of the educational process and the adequate or ideal involvement of each participant undoubtedly has a positive affect the educational climate.

Another purpose of this paper was also to point out at the necessity to respect specifics of education of senior students and is the initiative to think about the submitted topic.

References

- [1] D. Kryštof & N. Špatenková, Klíčové kompetence lektora v seniorském vzdělávání, in *Univerzita třetího věku. Historie, současnost a perspektivy dalšího rozvoje: sborník příspěvků z konference konané u příležitosti 20. výročí založení Univerzity třetího věku, Brno, 6. - 7. dubna 2010* (Brno: Masarykova univerzita, 2010) 115 - 124.
- [2] A. Petřková & R. Čornaničová, *Gerontagogika: úvod do teorie a praxe edukace seniorů* (Olomouc: Univerzita Palackého, 2004) 72 - 73.
- [3] D. Kryštof & N. Špatenková, Klíčové kompetence lektora v seniorském vzdělávání, in *Univerzita třetího věku. Historie, současnost a perspektivy dalšího rozvoje: sborník příspěvků z konference konané u příležitosti 20. výročí založení Univerzity třetího věku, Brno, 6. - 7. dubna 2010* (Brno: Masarykova univerzita, 2010) 115 - 124.
- [4] D. Benešová, *Gerontagogika* (Praha: Univerzita Jana Amose Komenského, 2014) 97.
- [5] A. Petřková & R. Čornaničová, *Gerontagogika: úvod do teorie a praxe edukace seniorů* (Olomouc: Univerzita Palackého, 2004) 63.
- [6] R. Čornaničová, *Edukácia seniorov. 2. vydání* (Bratislava: Univerzita Komenského, 2007) 74 - 76.
- [7] C. Határ, *Geragogika, vybrané kapitoly z teorie a metodiky edukácie seniorov* (Nitra: Univerzita Konštantina Filozofa, 2014) 80 - 85.
- [8] A. Petřková & R. Čornaničová, *Gerontagogika: úvod do teorie a praxe edukace seniorů* (Olomouc: Univerzita Palackého, 2004) 70.
- [9] A. Petřková & R. Čornaničová, *Gerontagogika: úvod do teorie a praxe edukace seniorů* (Olomouc: Univerzita Palackého, 2004) 65.

- [10] A. Petřková & R. Čornaničová, Gerontagogika: úvod do teorie a praxe edukace seniorů (Olomouc: Univerzita Palackého, 2004) 66.
- [11] C. Határ, Geragogika, vybrané kapitoly z teorie a metodiky edukácie seniorov (Nitra: Univerzita Konštantina Filozofa, 2014) 88.
- [12] N. Špatenková & L. Smékalová, Edukace seniorů (Praha: Grada Publishing, 2015) 118 - 122.
- [13] N. Špatenková & L. Smékalová, Edukace seniorů (Praha: Grada Publishing, 2015) 147.
- [14] A. Petřková & R. Čornaničová, Gerontagogika: úvod do teorie a praxe edukace seniorů (Olomouc: Univerzita Palackého, 2004) 66.
- [15] M. Vágnerová, Vývojová psychologie (Praha: Portál, 2000) 467 - 470.
- [16] C. Határ, Geragogika, vybrané kapitoly z teorie a metodiky edukácie seniorov (Nitra: Univerzita Konštantina Filozofa, 2014) 90.
- [17] C. Határ, Geragogika, vybrané kapitoly z teorie a metodiky edukácie seniorov (Nitra: Univerzita Konštantina Filozofa, 2014) 92.
- [18] J. Malach, Efektivní metody vzdělávání dospělých (Ostrava: Ostravská univerzita, Pedagogická fakulta, 2003) 7.
- [19] J. Malach, Efektivní metody vzdělávání dospělých (Ostrava: Ostravská univerzita, Pedagogická fakulta, 2003) 7.
- [20] J. Malach, Efektivní metody vzdělávání dospělých (Ostrava: Ostravská univerzita, Pedagogická fakulta, 2003) 8.
- [21] E. Livečka, Úvod do gerontopedagogiky (Praha: Ústav školských informací při ministerstvu školství ČSR, 1979) 164 - 169.
- [22] J. Skalková, Obecná didaktika (Praha: Grada Publishing, 2007) 184 - 185.
- [23] A. Petřková & R. Čornaničová, Gerontagogika: úvod do teorie a praxe edukace seniorů (Olomouc: Univerzita Palackého, 2004) 70.
- [24] V. Smékal, Psychodidaktika věku seniorů, in Univerzita třetího věku. Historie, současnost a perspektivy dalšího rozvoje, in: sborník příspěvků z konference konané u příležitosti 20. výročí založení Univerzity třetího věku, Brno, 6. - 7. dubna 2010 (Brno: Masarykova univerzita, 2010) 158.
- [25] A. Petřková & R. Čornaničová, Gerontagogika: úvod do teorie a praxe edukace seniorů (Olomouc: Univerzita Palackého, 2004) 70.
- [26] H. Grecmanová, Klima školy (Olomouc: Hanex, 2008) 9.
- [27] A. H. Murray, Explorations in personality (New York: Oxford Univerzity Press, 1963).
- [28] H. Grecmanová, Klima školy (Olomouc: Hanex, 2008) 49.
- [29] H. Grecmanová, Klima školy (Olomouc: Hanex, 2008) 9.
- [30] H. Grecmanová, Klima školy (Olomouc: Hanex, 2008) 49.
- [31] H. Dreesmann, Unterrichtsklima (Weinheim: Beltz, 1982).
- [32] I. Bednaříková, Kapitoly z andragogiky 2 (Olomouc: Univerzita Palackého, 2012) 66 - 68.
- [33] V. Smékal, Psychodidaktika věku seniorů, in Univerzita třetího věku. Historie, současnost a perspektivy dalšího rozvoje, in: sborník příspěvků z konference konané u příležitosti 20. výročí založení Univerzity třetího věku, Brno, 6. - 7. dubna 2010 (Brno: Masarykova univerzita, 2010) 158.
- [34] E. Livečka, Úvod do gerontopedagogiky (Praha: Ústav školských informací při ministerstvu školství ČSR, 1979) 164 - 165.
- [35] A. Petřková & R. Čornaničová, Gerontagogika: úvod do teorie a praxe edukace seniorů (Olomouc: Univerzita Palackého, 2004) 70 - 71.
- [36] A. Petřková & R. Čornaničová, Gerontagogika: úvod do teorie a praxe edukace seniorů (Olomouc: Univerzita Palackého, 2004) 71.
- [37] A. Petřková & R. Čornaničová, Gerontagogika: úvod do teorie a praxe edukace seniorů (Olomouc: Univerzita Palackého, 2004) 71.
- [38] A. Petřková & R. Čornaničová, Gerontagogika: úvod do teorie a praxe edukace seniorů (Olomouc: Univerzita Palackého, 2004) 71.
- [39] D. Kryštof & N. Špatenková, Klíčové kompetence lektora v seniorském vzdělávání, in Univerzita třetího věku. Historie, současnost a perspektivy dalšího rozvoje: sborník příspěvků z konference konané u příležitosti 20. výročí založení Univerzity třetího věku, Brno, 6. - 7. dubna 2010 (Brno: Masarykova univerzita, 2010) 121.
- [40] N. Špatenková & L. Smékalová, Edukace seniorů (Praha: Grada Publishing, 2015) 145 - 146.